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ABSTRACT

The Humans and Environment Learning Program (HELP) and the Student Awareness of Global Environments (SAGE) approach are designed to directly and vicariously expose students to natural and social environments and develop their awareness of the character and nature of the different environments in which each individual functions throughout a lifetime. The program is divided into three grade levels, K-4, 5-8, and 9-12. Concepts, knowledge, and skills acquired in the earlier grades provide the base for later work which combines material from foreign languages, science, and social studies. Each instructional unit is designed to be used with a matrix which organizes information on behaviors; communication; customs; dress, food, and shelter; geography and topography; institutions; social roles and statuses; technology and tools; and values. The matrix is used to identify issues, gather data, arrange data, analyze data, develop a testable hypothesis, develop a hypothesis test design, test the hypothesis, organize data from the testing, and arrive at a conclusion. Also included in the units are student self-pacing devices designed for independent study. This matrix and the student self-pacing devices can be used either for studying a single culture or for comparative study. Modules designed for remedial work are available, as well as materials for student assessment. Sample matrix activities with data cards are also included. (IS)

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THE **sage** CROSS-CULTURE MATRIX APPROACH TO THE STUDY OF GLOBAL ENVIRONMENTS AND HUMAN INHABITANTS

(HUMANS AND ENVIRONMENT LEARNING PROGRAM)

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Projects Director

GLOBAL HORIZONS

February 1985

SP 016628

ABOUT THE AUTHOR

Richard Peters was granted the DOCTOR OF EDUCATION degree in Curriculum by The University of Rochester (NY).

Since 1970, Dr. Peters has been involved in the development and design/delivery/assessment of K-12 environmental education and global studies programs.

MAN and His Environment
(science/social studies) (11-12)

STUDENT ENVIRONMENTAL AWARENESS PROGRAM (SEA)
(science/social studies) (K-12)

People In Their Environments (PIE)
(9-12)

In 1981, Dr. Peters founded GLOBAL HORIZONS and has served as its Projects Director since that time.

HUMANS AND ENVIRONMENT LEARNING PROGRAM (HELP)
(foreign language arts/social studies) (K-12)

Global Perspectives - TODAY (5-12)

Dr. Peters is a past member of several National Council for the Social Studies advisory committees:

Instructional Media
Curriculum
Rural Social Studies Education

and is currently a member of the International Activities Committee.

He is a lifetime member of DELTA TAU KAPPA (Florida State University) and ALPHA KAPPA DELTA (University of Southern California). In 1982, Dr. Peters was the recipient of a Fuloright Summer Seminar grant to study culture and history in India.

GLOBAL HORIZONS: The Center for Applied Eco/Social Studies is a collaborative which has promoted the design/development/delivery/evaluation of K-12 instructional programs as well as related teacher preservice/inservice education since 1981.

In addition, GH publishes periodic newsletters for educators: GlobeScope and GlobeScope Update , and has created a GlobeTour video series to affect student awareness of/exposure to diverse global cultures and natural environments.

Beginning in 1985, GH is undertaking the development of a GlobeGuide series for grades K-12. These curriculum guides are designed for those instances when it is impossible to fuse a multi-grade program into the on-going curriculum. The guides outline several short-term lessons/units which can be woven into the fabric of the existing foreign language/science/social studies programs of instruction.

HELP

The HUMANS AND ENVIRONMENT LEARNING PROGRAM is designed to directly and vicariously expose students to lifespace (natural/social) environments; to develop their awareness re: the character and nature of the several "worlds" in which each individual functions... throughout a lifetime.

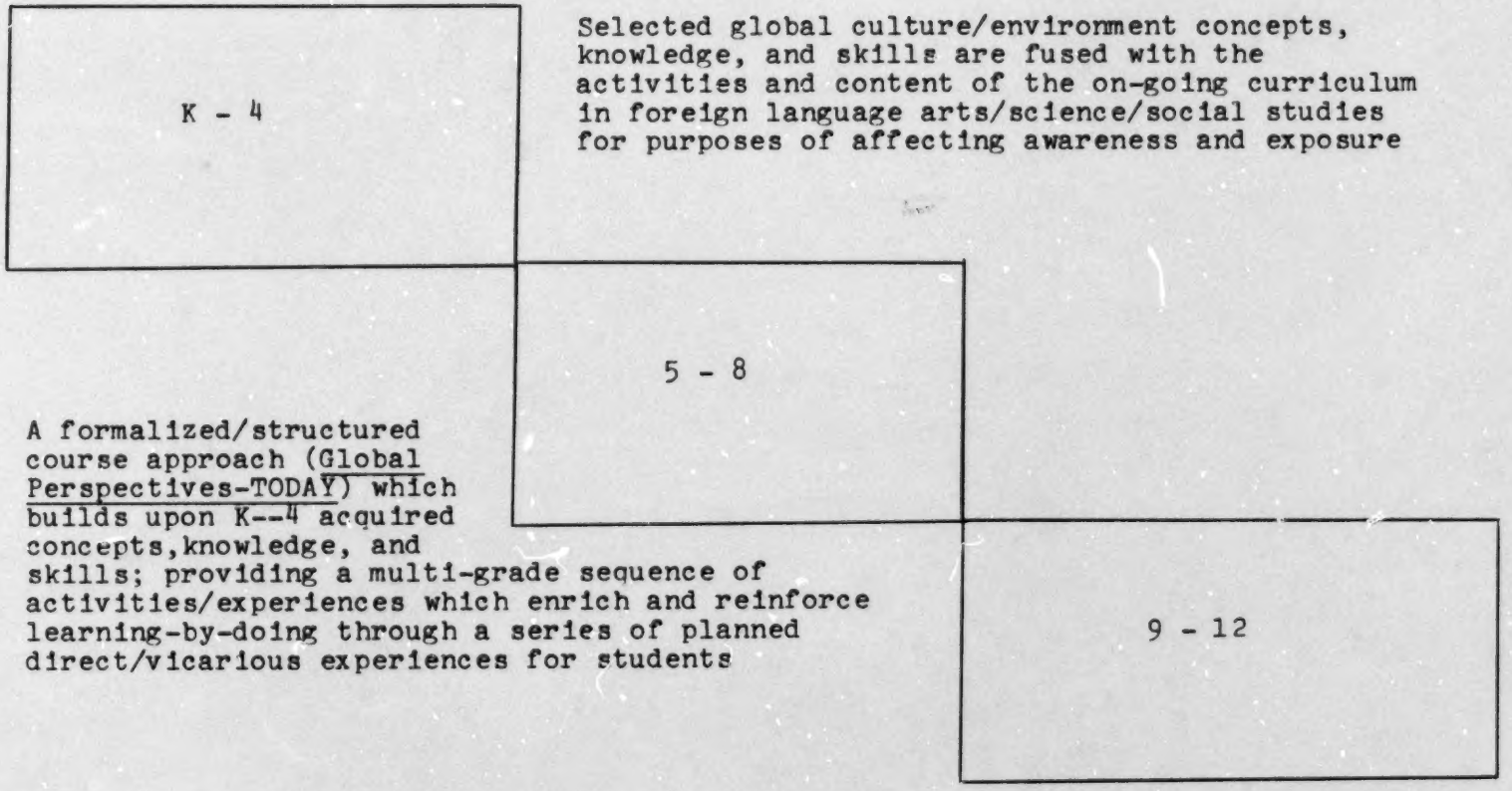
As the individual physically develops and matures intellectually/socially, his/her lifespace (at any given time) may dramatically change from what it has typically been. A good example is the small-town youth who has had limited exposure to the "world" around him ... enlists in the military ... is sent to a far-off place to train ... and then is sent overseas for a tour-of-duty.

In such situations, individuals are confronted with problems of adaptation to natural environments (e.g., climate and topography) as well as social (human-made) environment acculturation (e.g., customs, food, and lifestyles).

HELP blends direct experiences (e.g., area/region environments exposure, conferences such as INECON[1], contacts with community resource people, foreign language

instruction, and international travel) and vicarious experiences (e.g., audiovisual presentations, MODEL UN-type mock meetings, role playing activities, and simulations) with knowledge and skills from the several social studies disciplines[2] to create a sequential, multi-grade approach to awareness/exposure/interaction as well as knowledge and skills acquisition/application/reinforcement in cognitive and affective domains.

Diagram I HELP Structure (K-12)


K - 4
Selected global culture/environment concepts, knowledge, and skills are fused with the activities and content of the on-going curriculum in foreign language arts/science/social studies for purposes of affecting awareness and exposure
5 - 8
A formalized/structured course approach (Global Perspectives-TODAY) which builds upon K--4 acquired concepts, knowledge, and skills; providing a multi-grade sequence of activities/experiences which enrich and reinforce learning-by-doing through a series of planned direct/vicarious experiences for students
9 - 12

Global Perspectives-TODAY

When students begin fifth grade, opportunities are made available for them to apply and reinforce previously learned knowledge and skills (K--4) within the context of an organized course.

An historical perspective of study, combined with an emphasis on global current events[3], provides a structure for clearly defined and behaviorally-stated ESSENTIAL STUDENT OUTCOMES (ESOs) and PERFORMANCE INDICATORS (PIs).

(See Diagram II)

Diagram II Curriculum Outline

UNIT	TOPIC	ESSENTIAL STUDENT OUTCOMES	PERFORMANCE INDICATORS	CONTENT	ACTIVITIES	MATERIALS		EVAL
						Print	Non Print	
		As a result of the study of ..... the student will be able to ...	The student will define ten vocabulary words The student will list and briefly explain ...					

SAGE

Global Perspectives-TODAY (the course) consists of several units designed for grades 5-12 and related to foreign language arts/science/social studies. Each unit (Diagram II) contains ESOs and PIs as well as content and activities.

The several grade-level units are sequenced so that a student progresses from the "simple" to the "more-complex" via the several levels of the cognitive and affective domains.

From grade 5 through grade 12, the units are designed and sequenced to provide opportunities for knowledge/skills acquisition, application, and reinforcement through direct and vicarious experiences.

(See Diagram III)

Diagram III Curriculum Outline

UNIT	TOPIC	ESSENTIAL STUDENT OUTCOMES	PERFORMANCE INDICATORS	CONTENT	ACTIVITIES	MATERIALS		EVALUATION
						Print	NonPrint	
				Global Pollution: air chemicals noise overpopulation sewage	Audiovisuals are screened in the classroom Each student selects a pollution area and develops a report Guest speakers visit the classroom to discuss area problems and abatement plans			

Each unit is outlined on a 6" x 9" oaktag QUIK-CARD (Diagram IV). Using this format, the Global Perspectives-TODAY course is easily packaged and the overall course perspective is clear to one-and-all.

(See Diagram IV)

MATRIX DESIGN. Each instructional unit is designed around a common "core" which transcends the several grades; a matrix designed for cross-culture studies in common topic areas. The matrix can be applied to individual and/or small group studies.

(See Diagram V)

Diagram IV QUIK-CARD Format

CONCEPT _____

UNIT _____

PURPOSE _____

GRADES _____

ACTIVITIES _____

_____

_____

_____

_____

Diagram V SAGE Cross-Culture Matrix

Diverse Global Cultures	Behavior(s)	Communication	Customs	Dress/Food/Shelter	Geography/Topography	Institutions	Social Roles/Status	Technology/Tools	Values
A									
B									
C									
D									

Individual students/small work groups can either choose a culture of interest or be assigned a culture to research.

> Each culture is assigned a specific color (e.g., EGYPT - Blue and INDIA - Green) ...
>
> Using appropriately colored cards or uniform pieces of colored construction paper (5" x 8"), data is collected and displayed on the matrix ... in printed and/or visual form.

NOTE: The SAGE CROSS-CULTURE MATRIX board is 4' x 8' in size.

SCIENTIFIC METHOD

The Scientific Method is modified and applied to the culture study process ... thus providing a format and structure for individual student and/or small group research.

IDENTIFY AN ISSUE/PROBLEM found within the global community; past/present/future

Today, in Ethopia and other Third World nations as well ...starvation is at a crisis level

GATHER RELEVANT DATA from a wide variety of print/non-print sources; primary and secondary

Media materials,print resources, interviews with resource people, information from international agencies/organizations,etc

ARRANGE/CLASSIFY DATA

What are the causes of mass starvation in the Third World? What is the magnitude of the problem, today? What can be done to "solve" the problem, now? What can be done to safeguard against a reoccurance...in the future?

ANALYZE/INTERPRET DATA

Propose some way(s) by which the cause(s) of starvation in the Third World can be remedied

DEVELOP/GENERATE A TESTABLE HYPOTHESIS which is relevant to the issue/problem identified and data collected

Without international help, Ethopia and other Third World countries cannot solve the problem of mass starvation

DEVELOP A HYPOTHESIS TEST DESIGN

Collect primary source data from so-called "experts" in the fields of diplomacy, international economics, agriculture, population, etc

TEST THE HYPOTHESIS; collect relevant data

Interview (e.g., correspondence, face-to-face, tele-hone) so-called "experts"

ORGANIZE/ANALYZE DATA collected as a result of hypothesis testing

What has been done...in the past? What help has been given to the Third World? What is being done, now? Are present efforts "too little...too late"? What really must be done...both NOW and in the FUTURE...to solve the problem of mass starvation?

ARRIVE AT A CONCLUSION

Summarize the findings of the research study and generate a hypothesis statement

QUIK-STUDI FORMAT

In addition to the use of the SAGE CROSS-CULTURE MATRIX, Global Perspectives-TODAY units provide opportunities for independent study by accelerated as well as remedial students.

A QUIK-STUDI CULTURE PACKET is a student "self-pacing" device constructed in a file folder format and designed to provide a series of culture study activities.

Instead of comparing diverse cultures (Diagram V SAGE CROSS-CULTURE MATRIX), the QUIK-STUDI packet matrix focuses student attention on the in-depth study of a single culture in five human cycle areas[4].

(See Diagram VI)

Diagram VI SAGE CROSS-CULTURE MATRIX
QUIK-STUDI PACKET

THE HUMAN CYCLE	Behavior(s)	Communication	Customs	Dress/Food/Shelter	Geography/Topography	Institutions	Social Roles/Status	Technology/Tools	Values
CHILDHOOD									
ADOLESCENCE									
YOUTH									
ADULTHOOD									
OLD AGE									

For those students having difficulties with self-pacing and/or small group-pacing re: instructional activities and experiences, CULTURE STUDY SKILLS ENRICHMENT MODULES (SEMs) provide a structured basis for remediation and knowledge/skills enrichment.

SEMs emphasize social studies research skills (using the modified Scientific Method), communication skills, geography skills, etc ... and provide opportunities for students to "catch up" on missed assignments or to do previously incorrect work, and to enrich/reinforce knowledge and skills where assessed deficiencies exist.

Each SEM module is a self-contained instructional unit; complete with ESOs and PIs, readings, drill activities and worksheets, and assessment devices. Many SEMs are complete with audiovisual materials and/or critical thinking and decision making software.

ASSESSMENT

In order to ascertain the progress individuals and groups are making toward the achievement of clearly defined and stated ESOs/PIs, there is a need for periodic SELF (student) and OTHER (teacher) evaluation(s).

In addition to the usual tests and quizzes, projects, reading assignments, reports (oral/visual/written), and field-based activities as well as student assessment narratives, the teacher periodically completes CURRICULUM/ INSTRUCTION REPORT forms; updating progress made and goals/ objectives achieved as well as assessing the merits of the curriculum itself.

Each report dovetails with/elaborates upon the CURRICULUM OUTLINE (Diagram II) to highlight specific activities and explain course progress.

(See Diagram VII)

Diagram VII HELP/Global Perspectives-TODAY
Curriculum/Instruction Report Form

Teacher: _____

Quarter: 1st 2nd 3rd 4th

Report :

Identify text chapters and/or curriculum outline topics taught during the past quarter.

Identify text chapters and/or curriculum outline topics to be taught during the next quarter.

Identify any unexpected circumstances and/or problems encountered during the past quarter.

SAMPLE MATRIX ACTIVITIES

Using the SAGE CROSS-CULTURE MATRIX (Diagram V) and/or the QUIK-STUDI CULTURE PACKET matrix (Diagram VI), students research topic areas (e.g., Communication, Customs, Geography/Topography) and develop DATA CARDS[5].

SAMPLE DATA CARDS

INDIA: Religion

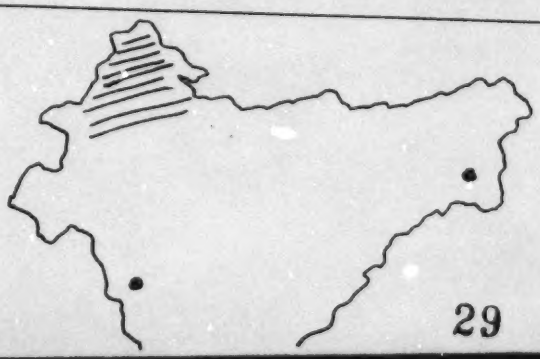
Hinduism is the major religion among the Indian people.

Hinduism is founded on the principle of reincarnation; rebirth and renewal

INDIA: Quote/Statement

India is a land of snowcapped mountains, to the north, and tropical jungles, to the south

INDIA: Picture



Color coded DATA CARDS are affixed to matrix boards and provide a basis for immediate visual reference and/or cross--culture comparisons.

GLOSSARY OF TERMS

CROSS-CULTURE STUDIES	Comparison of diverse cultures in common topic areas (e.g., Behavior(s), Dress/Food, Values)
DATA CARDS	Color coded information statements which describe and/or explain culture characteristics in given topic areas
ESOs	Essential Student Outcomes (goals)
HELP	Humans and Environment Learning Program designed by GLOBAL HORIZONS
MATRIX	A rectangular array of data which can be assessed and/or studied by two or more characteristics at any given time
PIs	Performance Indicators (objectives)
QUIK-STUDI FORMAT	Individual culture study units and an accompanying matrix
SAGE	Student Awareness of Global Environments
SCIENTIFIC METHOD	A systematic approach to the identification and investigation of social issues/problems

SEMs	Skills Enrichment Modules
SEQUENTIAL	A series of multi-grade activities/experiences which follow some order of knowledge/skills acquisition and development, enrichment, and reinforcement

FOOTNOTES

1 INECON: an INternational ECONomics conference sponsored by GLOBAL HORIZONS for high school students. The keynote speaker was Werner Fornos, The Population Institute (1984)

2 Anthropology, Economics, Geography, Government/Political Science, History, and Sociology

3 The blending of an historical perspective with global current events to "bridge" the perceptual gap, in the minds of students, between THEN and NOW; to make the past more-relevant within the context of contemporary life

4 Turnbull, Colin M. The Human Cycle (New York: Simon and Schuster, 1983)

5 DATA CARDS contain factual information, quotes and statements, and/or pictures